# Indiana's Response to Intervention Academy

### The Big Picture: A High School Journey

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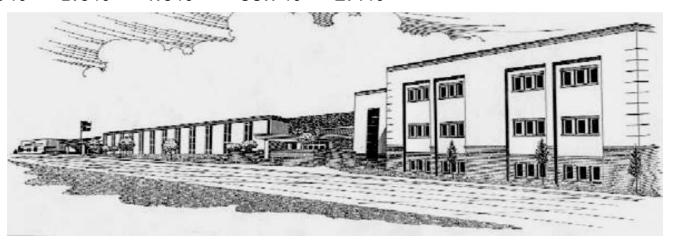
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#### Harrison High School

- Tippecanoe School Corporation
- Enrollment 1635
- 102 Teachers, 5 Counselors, 5 Administrators
- 20% Free/Reduced Lunch
- 14.5% Special Education
- Ethnic Makeup

Native Am. Black Asian Hispanic White Multi-Racial 1.4% 1.9% 1.6% 4.0% 88.7% 2.4%



#### Secondary Challenges:

- Teachers have curriculum specializations.
- Teachers may work with 120 150 students per day – Students may work with seven different teachers.
- The school day is rigidly segmented into periods of equal length.
- Academic emphasis becomes increasingly focused on knowledge dissemination and independent skill application.
- Expectation for students to earn credits toward graduation.

#### A High School Journey: Connecting to Indiana's Vision of RTI

- Review how our high school is addressing the six components of RTI:
  - Leadership
  - Evidence-based core curriculum, instruction, & interventions/extensions
  - Assessment and progress monitoring system
  - Data-based decision making
  - Cultural responsivity
  - ☐ Family, community & school partnerships
- Describe how RTI has impacted our academic programming.

## Growing the Core Curriculum: "It's all about improving instruction."

- Working hand in hand The role of the administration and teacher leaders.
- Providing targeted in-service opportunities for staff that address evidence-based, best practices.
- □ Differentiated Instruction group of teachers who are well versed in DI give peer presentation.
- □ Curriculum Mapping Algebra I teachers map the Algebra I curriculum over the summer.
- Strategies for improving reading comprehension in the subject area.

#### Identifying Students in Need

### "Assessment and Progress monitoring"

- School-wide Learning Styles Assessment and inservice for teachers.
- Maze Reading Probe given to all students two more probes to be administered February and April.
- □ CBM Chemistry I staff developed a CBM for the Chemistry I curriculum and are administering it regularly to aid in assessing student progress.
- □ Review of 8<sup>th</sup> grade student progress and selection for Raider Freshman Success Program and course placement.
- Review of I-STEP data

#### Identifying Students in Need "The Student Assistance Team Approach"

- □ Team of counselors, school psychologist, administrators, nurse, and teachers.
- □ Team has been to Problem Solving/RTI trainings.
- □ Function of the team referrals (academic and behavioral), data collection, communications (parent meetings/trainings), resource gathering, decision making.
- □ Intervention parent contact; check-in/checkout; individual counseling; WV case managers; referral; problem solving.

### Layers of Assistance "Intervention . . . Not accommodation"

- □ The Raider Success Program
  - Differentiated alternative core instruction
  - Double-dip in English and Math
  - □ Smaller class sizes; smaller environment
  - □ Teaching learning and organizational skills
  - Motivate and reward success behavioral and academic improvements
  - Move to the Sophomore year in cohort courses
  - □ Results
  - □ Changes based on data: Constant Evaluation
  - Parent involvement/collaboration

### Layers of Assistance "Intervention . . . Not accommodation"

- □ The Alternative Program
  - □ Core courses offered in alternative setting.
  - □ Smaller class sizes; smaller environment
  - □ Teaching learning and organizational skills
  - Motivate and celebrate success
  - NovaNet software allows flexibility for remediation and credit recovery
- ISTEP Remediation Course
  - Designed to help students improve Language Arts and Math skills tested on the GQE
  - □ Testing strategies are examined and strengthened
  - Non-credit daily or twice weekly during study hall

### Layers of Assistance "Intervention . . . Not accommodation"

- □ ENL Program
  - □ ILP (Individual Learning Plans)
  - □ English as a New Language
    - English course that builds English language skills
    - English course credit awarded that counts toward graduation. (4 semesters)
  - Subject area tutoring
    - Students receive assistance with all courses
    - Teachers utilize the ENL teacher as a resource to identify appropriate accommodations.

### Future Interventions "More Data-Based Decision Making"

- □ The 1<sup>st</sup> MAZE probe showed us that 13% of our total student body is at high risk of having reading comprehension difficulties. 75% of the high risk 10<sup>th</sup> grade students did not pass at least one section of the GQE.
  - □ Add a developmental reading component to the English curriculum through a Language Arts Lab course offering to be paired with the Basic level English course.

## Future Interventions "More Data-Based Decision Making"

- Our math department believes that students in the 2-year Algebra 1 program do not leave with the same quality of skills that our 1-year Algebra 1 students learn.
  - Review and restructure our 2-year Algebra program to more closely match the skill sets of the 1-year Algebra I curriculum and add academic and behavior supports for those students.

### Leadership: Professional Development directly related to RtI Framework

Building Level: Harrison High School Administration

Oct. 2007: Problem Solving Training-Student

Assistance Team (GLASS)

Nov. 2007: Administrator RtI Facilitation

(GLASS & C. Thorsen)

Jan. 2008: RtI Administrative Track(K.Dill & GLASS)

March 2008: ISEAS-RtI-Ohio Model

Sept. 2008: Changing Role of the Speech Pathologist-

secondary focus (B.Brown & GLASS)

District Level

HHS Administrator Representative for High School

Oct. 2008: 3 Districts-RtI Facilitation/Collaboration

Meeting (GLASS)

#### Ideas To Take Home Connecting to Indiana's Vision of RTI

- Work within your school's current system to begin an overall "systems change". Take an inventory of what you already do to intervene with students.
- Encourage and guide teacher leaders to explore best practices and to share their findings. Be a facilitator!
- Look for pockets of need and be creative about addressing them with evidence-based interventions. Monitor and record your results!

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